

INNOVATIVE ASSESSMENT DESIGN IN TEACHER EDUCATION

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In initial teacher training for kindergarten and elementary grades, trainees generally receive little support to become able to think about competence and to set learning goals individually. Complex and differentiated assignments used in training help them to take responsibilities so they can develop and shape their the self-regulated learning process (Savery, 2006). Systematic feedback encourages intrinsic motivation and creates an environment where they can be more and more autonomous (Ryan & Deci, 2000). Both teachers and students can benefit from relevant feedback from the learning processes which emphasises the strengths and achievements as well as areas of weaknesses. Systematic constructive feedback can be a tool to increase the success of the teaching-learning process (Duffy, 2013). It is essential for the instructor's reflection on the training process to be able to plan and optimize the program and the learning environment (Schön, 1995). In our study we focus on how courses organised around groupwork on tasks and the related multi-directional assessment facilitated self-regulated learning. The students gave written feedback to each other on their presentations; to the instructor about the whole course and about the learning process. Furthermore, the groups evaluated themselves and the trainers gave feedback, too. We performed content analysis of 92 group's self-evaluations and 341 personal reflections. The comments showed that this work was not an easy task: to share, make decisions, manage or accept the control, adapt to individual work styles. At the same time, it was an exciting challenge to be involved in a real problem. As an outcome of the research we revised the assessment methods and we redesigned the learning environment. Data were obtained through reflections with students and teachers; observations of sessions and lessons as well as the feedback from students from the assessment in the framework of teacher training development in cyclical planning (Descy-Tessaring, 2001).